|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| colombo.jpg | **Trade Agreements** | | **Teacher(s)/Profesor(es)**  **Eddie Caffrey & Timothy Colville** | |
| **SUBJECT/ ASIGNATURA** | **Individuals and Societies** | **Grade/ grado** | **9** |
| **STUDENT/ ESTUDIANTE** |  | **Date/Fecha** | **October 2015** |

|  |
| --- |
| You need to research any trade agreement that is currently operating in the world. You then need to **create a video or audio file** that tries to persuade an adult audience to keep the trade agreement intact or to change the agreement. You can be for or against the agreement but you must speak from the perspective of **an interested party** – this could be an **individual/group/industry**. Show detailed knowledge of one aspect of the agreement and its consequences for you.  1. This activity will be done **individually**. Keep to the **time limit of two minutes.**  2. You must make reference to specific aspects of the named Trade Agreement.  3. Persuade your audience with appropriate language such as seen in propaganda or political rhetoric. You will have to show them the positive or negative consequences of the deal. You must be convincing!  Key advice> Search for people on youtube who are protesting against or supporting a trade deal. Choose a group or person you find interesting and try and empathize with them and evaluate their persuasion techniques. Explore the positive or negative consequences keeping in mind what we have looked at in our Mercantilism lessons in class. |

**Criterios de éxito (indicadores de desempeño)/ Success criteria**

**Ai.** The task will assess your use of language concerning international trade as seen in our Mercantilism study.

**Aii.** It will be evident you are aware of the nature of the agreement through your description of how the trade deal operates

**Ci.** communicate information and ideas effectively using a political or proagandist style for the adult audience and purpose of persuading them.

**Dii.** synthesize information to make valid, well-supported arguments

**Div.** interpret different perspectives and their implications.

|  |  |  |
| --- | --- | --- |
| **Date** | **Student reflection** | **Teacher’s comments** |
|  |  |  |

**Niveles de desempeño / levels of performance**

|  |  |  |
| --- | --- | --- |
| **CRITERION Ai & Aii: KNOWING AND UNDERSTANDING Maximum 8**  Ai. The task will assess your use of language concerning international trade as seen in our Mercantilism study.  Aii. It will be evident you are aware of the nature of the agreement through your description of how the trade deal operates.” | | Assessment |
| **AL** | **Descriptor** |  |
| 1-2 | i. uses **limited** relevant terminology  ii. demonstrates **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples. |  |
| 3-4 | i. uses **some** terminology **accurately** and **appropriately**  ii. demonstrates **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples. |  |
| 5-6 | i. uses a **range** of terminology **accurately** and **appropriately**  ii. demonstrates **substantial** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples. |  |
| 7-8 | i. **consistently** uses **a wide range** of terminology **effectively**  ii. demonstrates **detailed** knowledge and understanding of content and concepts through **thorough**, **accurate** descriptions, explanations and examples. |  |

|  |  |  |
| --- | --- | --- |
|  | Criterion Ci: Communicating Maximum: 8  i. communicate information and ideas effectively using a political or proagandist style for the adult audience and purpose of persuading them. | Assessment |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1–2 | The student:  i. communicates information and ideas in a **limited way**, using a style that is **limited** in its appropriateness to the audience and purpose |  |
| 3–4 | The student:  i. communicates information and ideas **satisfactorily** by using a style that is **somewhat** appropriate to the audience and purpose |  |
| 5–6 | The student:  i. communicates information and ideas **accurately** by using a style that is **mostly** appropriate to the audience and purpose |  |
| 7–8 | The student:  i. communicates information and ideas **effectively and accurately** by using a style that is **completely** appropriate to the audience and purpose |  |

|  |  |  |
| --- | --- | --- |
| **CRITERION D: Critical Thinking Maximum 8**  ii. synthesize information to make valid, well-supported arguments  iv. interpret different perspectives and their implications. | | Assessment |
| **AL** | **Descriptor. The Student:** |  |
| 1-2 | ii. **summarizes** information to a **limited extent** to make arguments  iv. **identifies** different perspectives and **minimal** implications. |  |
| 3-4 | ii. **summarizes** information to make arguments  iv. **interprets** different perspectives and **some** of their implications. |  |
| 5-6 | ii. **synthesizes** information to make **valid** arguments  iv. **interprets** different perspectives and their implications. |  |
| 7-8 | |  | | --- | | ii. **synthesizes** information to make **valid, well-supported** arguments  iv. **thoroughly interprets range**of different perspectives and their implications | |  |